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Exploring the Impact of Play-based Learning on Vocabulary Development

the case of 4th year in Amir Abdelkader Primary school Zelfana.

Dissertation submitted in partial fulfilment of the requirements for the master's degree in didactics

Presented by   **Under the Supervision of**

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Dedication

To my dear family and cherished friends,
Your unwavering support, encouragement, and belief in me have been the light guiding me
through this academic journey.
To my family, thank you for your endless love, patience, and sacrifices.
To my friends, thank you for the laughter, motivation, and understanding during the most
challenging moments.
This work is a reflection of your inspiration and presence in my life.
I dedicate this achievement to all of you, with deep gratitude and love.

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Table of Content

General Introduction

Chapter One

Theoretical Framework and Foundations of Play-Based Learning for Vocabulary Development

Chapter Two

Research Methodolgy

Chapter Three

Data Analysis and Interpretation

List of Tables

List of Figures

Abstract

In recent years, the integration of English as a foreign language in Algerian primary schools has presented both opportunities and challenges for educators and learners alike. One of the key areas of interest is how to enhance young learners' vocabulary acquisition in meaningful and engaging ways. This study explored the effectiveness of play-based learning in promoting vocabulary development among fourth-year pupils in a primary school context. The main purpose of the study was to investigate whether play-based instruction could improve vocabulary acquisition more effectively than traditional teaching methods. To achieve this, a quasi-experimental design was adopted. The sample consisted of 28 fourth-year pupils from Amir Abdelkader Primary School in Zelfana. The participants were divided into two groups: an experimental group and a control group, each comprising 14 pupils. The experimental group was exposed to six sessions of play-based vocabulary instruction related to the "Health" unit, while the control group received conventional instruction. Only a post-test was administered to both groups due to the pupils' limited prior knowledge. Additionally, qualitative data were gathered through interviews with three English teachers to gain insight into their experiences, perceptions, and challenges regarding play-based learning. The findings revealed that the experimental group achieved a significantly higher mean score on the post-test compared to the control group. Teachers also reported increased pupil engagement, improved vocabulary retention, and a generally positive classroom atmosphere. However, some challenges included classroom management and lack of resources. Overall, the study confirmed that play-based learning is an effective approach to enhancing vocabulary development among young learners.

Keywords: play-based learning, vocabulary development, young learners, primary education, EFL teaching.

General Introduction

1. Introduction

Developing one's vocabulary is an essential part of learning a language, especially for younger students. The emphasis on rote memory in traditional teaching approaches may not completely engage students or improve long-term retention. Play-based learning, an interactive and learner-centered approach, has gained recognition for its potential to improve vocabulary development by fostering engagement, motivation, and meaningful learning experiences. Hewes (2018) states that "play provides a natural integration of learning domains, integrating social, emotional, and physical learning with cognitive and academic learning. This integration is difficult to achieve and maintain in teacher-directed instruction." (p. 5). In contrast to traditional teaching, Hewes (2018) emphasizes how play naturally integrates cognitive, social, and emotional learning. This is particularly crucial for vocabulary development because children learn best in environments that are relevant and participatory. New words become more memorable and interesting through activities like role-playing, storytelling, and word games, which reinforce learning in a way that rote memorization frequently falls short of. This study examines the advantages, difficulties, and implications for language instruction of play-based learning as it influences vocabulary acquisition.

2. Statement of the Problem

Many conventional teaching approaches concentrate on rote memorization, which frequently results in disengagement and poor retention, despite the significance of vocabulary growth in language learning. Young learners have less opportunity to acquire language in meaningful, engaging ways as a result of growing academic pressures and decreased playtime in schools. Thus, by making learning more dynamic and context-driven, play-based learning can improve vocabulary acquisition. However, there is currently a lack of knowledge regarding the relative effectiveness of play-based vs traditional techniques, especially in formal educational settings. This study focuses at the advantages, difficulties, and practical applications of play-based learning in language classes in order to investigate how it affects vocabulary development.

3. Research Questions

The current study raises three main questions

   1. How does play-based learning impact young learners' vocabulary development?

2. What types of play-based activities are most effective in enhancing vocabulary acquisition?

3. What challenges do teachers face when implementing play-based learning in vocabulary instruction?

4. Research Hypotheses

1. Play-based learning has a positive impact on young learners' vocabulary development, leading to better retention and engagement.

2. Interactive and contextual play-based activities, such as storytelling, role-playing, are the most effective in enhancing vocabulary development.

3. Teachers face challenges in implementing play-based learning due to factors such as limited classroom time, and lack of resources or training.

5. Aims of the study

This study aims to explore how play-based learning influences young learners' vocabulary development. It seeks to identify the most effective play-based activities for enhancing vocabulary acquisition and understand the challenges teachers face when implementing this approach. By examining both the benefits and obstacles, this research seeks to provide insights that can help educators create more engaging and effective language learning experiences for children.

6. Research Methodology

The effectiveness of play-based learning in improving vocabulary development will be evaluated in this study using a quasi-experimental design. The experimental group will engage in play-based learning, while the control group will follow traditional teaching methods. A post-test will be administered to both groups to measure their English vocabulary after instruction, and the results will be compared to determine the effectiveness of play-based learning. Furthermore, qualitative data will be gathered by interviewing teachers to understand more about their perspectives on the application of play-based learning, the difficulties they encounter, and how it affects the vocabulary development of their students.

7. Population and Sampling

The population of this study consists of 44 fourth-year pupils from Amir Abdelkader Primary School in Zelfana. The sample consists of 28 pupils who was selected and divided into two main groups: an experimental group and a control group, each consisting of 14 pupils. The experimental group will be taught using a play-based learning approach, while the control group will continue with their regular learning routine without any intervention. Finally, both groups will take a post-test to measure any differences in vocabulary development. In addition to the tests, interviews will be conducted with four teachers from Amir Abdelkader Primary School, to gain insight into their perspectives on the effectiveness and challenges of play-based learning in vocabulary instruction.

8. The Structure of the study

This study is divided into three main chapters. The first chapter provides the theoretical background, focusing on the definition of play-based learning and its connection to the development of pupils' English vocabulary. The second chapter outlines the research methodology, including the research design and data collection tools used in the study. Finally, the third chapter presents the results of the study along with recommendations based on the findings.

Chapter One

Theoretical Framework and Foundations of Play-Based Learning for Vocabulary Development

Introduction

Vocabulary development serves as an essential building block of children's academic success and language development. There is an increased amount of research that highlights the significance of early experiences with meaningful language upon supporting strong vocabulary growth. Play-based learning is recognized as one of the most effective and developmentally appropriate methods of supporting vocabulary acquisition. By incorporating both structured and unstructured play, children have the opportunity to genuinely engage with language while experimenting, exploring and interacting with language. Play activities such as dramatic play, storytelling, and collaborative dialogues not only reinforce linguistic structures, but improve children's understanding of the meanings of words within context. This chapter will examine some of the theory, history, types of play, and the benefits of play-based learning; with particular focus on vocabulary development in young learners.

1.1. Definition of Play-Based Learning

Numerous studies have been conducted on play-based learning experiences for young children, however perspectives on the best methods to employ with them vary. Theorists like Vygotsky (1978) advocated for the inclusion of play-based learning in early childhood education. Furthermore, Froebel's (1896) principles of quality practices for educating young children promoted the utilization of play-based experiences.

Play is a natural and vital aspect of childhood. Whether it's pretending to be superheroes or building blocks, children play every day. However, play is more than simply a fun and amusing activity; it's also an effective learning and development tool. According to Roskos and Christie (2013), play is hard to describe because it takes on many forms depending on the developmental stage, society, and historical period.

According to the CMEC (2012), "play allows them [children] to actively construct, challenge, and expand their own understandings through making connections to prior experiences, thereby opening the door to new learning." (para. 5). This perspective emphasizes that play is not merely a break from learning but a meaningful cognitive process in itself one that promotes curiosity, critical thinking, and the ability to integrate new knowledge with existing frameworks.

Play-based learning in the classroom is supported by Vygotsky's (1978) cognitive constructivism theory. According to Vygotsky, children must engage with their environment in order to understand it and create their own knowledge (Collum, 2012). Children can engage with their surroundings and the things that act as their stimuli during learning activities through

play experiences. Children can "exceed the bounds of the immediate stimulus and thus learn to use symbolic, abstract levels of thought" because to these experiences (Morrow & Rand, 1991, p. 397). Children can develop deeper levels of thought by going beyond their immediate experiences through play. According to Vygotsky's constructivist approach, learning cannot be accomplished by memorization or mechanical activities. Rather, when students are given the chance to engage in educational activities in a setting that offers instructional experiences where knowledge can be produced, they acquire new insights (Liu & Matthews, 2005).

The utilization of play-based learning experiences with young children is also supported by Froebel's views of early childhood education (Froebel, 1896; Froebel, 2003; Palmer, 2001; Wolfe, 2000). Froebel was motivated to specify the goal of education as he developed his theory (Manning, 2005). Three key concepts served as the foundation for his theory. Focusing on the educational potential of play was one of Froebel's three basic tenets (Froebel, 2003; Manning, 2005; Sniegoski, 1994). Although children go through several developmental phases, Froebel maintained that play is the most crucial element in a child's unplanned growth (Sniegoski, 1994). Froebel gave play a higher emphasis than any other stage of a child's typical development because of the range of advancements that may be made by children through play experiences. He argued that since play is how children learn and develop, play experiences at school increase students' liveliness and enthusiasm for studying (Froebel, 2003; Manning, 2005).

Building on this foundational understanding of play, educational researchers and practitioners have increasingly focused on how to make use of its benefits within structured learning environments. This has led to the development of play-based learning, an approach that integrates purposeful educational goals with the inherently engaging nature of play. Danniels and Pyle (2018) define play-based learning as "essentially, to learn while at play" (p.1)

1.2. History and Evolution of Play-Based Learning

In 1837, play-based learning was first introduced in Germany. The term kindergarten was first used in 1840 by philosopher and educator Friedrich Froebel, who also changed the name of his school where he taught students aged three to seven (Allen, 2006; Bryant & Clifford, 1992; Fromberg, 2006; Reinhold et al., 2017). Kindergarten literally translates to "garden of children." Play, outdoor activities, music, art, movement, creativity, and freedom are all ways that Froebel teaches the body, mind, and soul in kindergarten (Bryant & Clifford, 1992; Mraz et al., 2016).

According to Froebel, the goal of play-based learning is to strengthen a child's body, influence them in accordance with their nature, engage their senses through experimentation, engagement, teamwork, and problem solving, stimulate their mental awakening through people and objects, and help them get to know nature (Bryant & Clifford, 2011; Chervenak, 1992). Froebel composed games, dramas, stories, riddles, and music. He created the first curriculum for play-based learning, which included ten items and activities he called "gifts."

The gifts that Froebel defined included various objects such as soft textured balls and wooden three-dimensional solids to learn about shape, motion, perception, and other concepts. This exemplifies the service that was necessary in his later gifts, breaking apart larger forms into smaller geometric parts as well. The materials he provided were utilized in activities where he expected children to recreate specific arrangements to further their learnings from hands-on experiences. Frobel's learning approach included songs, nursery rhymes, games, and dances based on German folklore. Froebel valued play as a means to cognitive and social development during children's learning through active interaction with materials and interaction with other children.

Froebel's play-based learning model was used in the United States by Margarethe Schurz in 1856 (Fromberg, 2006). But she used games, songs, and group activities to teach her own kids, family, and friends the play-based curriculum in German. She mentioned circle time, a Froebelian custom that is still used in play-based learning classrooms today (Fromberg, 2006). In Boston, Elizabeth Peabody led the first play-based learning program in English (Fromberg, 2006). Through these Froebelian-influenced play-based learning instructions, the Froebelian method quickly shifted from a child-centered to a more teacher-direct approach to teaching and learning, primarily targeting middle-class families using half-day programs (Swiniarski, 2017).

The St. Louis Public School District kept implementing play-based learning initiatives for five years. Susan Blow, who taught kindergarteners a demanding academic curriculum, oversaw these play-based learning sessions (Fromberg, 2006). If the parents wanted their kids to go to kindergarten, they had to pay a fee. Up until the middle of the 20th century, play-based learning initiatives were funded privately.

1.3. Types of Play-Based Learning

According to Bodrova and Leong (2012), as well as Wood and Attfield (2005), in early childhood education, a variety of play-based learning approaches are frequently employed.

1.3.1. Dramatic Play

Play-based learning that involves children assuming various roles and acting out events is known as dramatic play. Hughes and MacNaughton (2016) state that "children can explore, experiment, and make sense of their social and cultural worlds through dramatic play" (p. 173). Children use props and costumes to improve their play experiences as they develop and act out various scenarios using their imaginations during dramatic play activities. Children may play "restaurant" and prepare meals, take orders, and serve their classmates. Children's development can benefit from dramatic play in a number of ways, according to research.

Furthermore, as learners explore various roles and learn to comprehend and control their own emotions, dramatic play can be a useful tool for promoting their emotional development (Rakoczy & Schmidt, 2013). All things considered, integrating dramatic play into early childhood education programs can be a beneficial strategy to support kids' development in a variety of areas.

1.3.2. Block Play

Another popular form of play-based learning in early childhood education is block play. "Block play is an important form of play, which can promote children's cognitive, social, and emotional development," claim Wood and Attfield (2005) (p. 65). Children construct constructions and make their own designs with blocks of different sizes and shapes during block play activities. As youngsters learn to mentally manipulate and envision items, block play can aid in the development of their spatial reasoning abilities (Wolfgang et al., 2003). As they learn how to balance and stabilize their structures, it can also aid in the development of their problem-solving abilities (Bodrova & Leong, 2012).

Block play can also be a useful strategy for fostering children's social and emotional growth. Children improve their social abilities by cooperating and communicating with their peers while building constructions (Piaget, 1962). As adolescents face obstacles and disappointments in their construction projects, they also learn how to control their emotions and deal with displeasure (Gura & Louden, 2018). Additionally, integrating block play into early childhood education programs can be a potent means of fostering children's growth in a variety of areas, from social and emotional competence to cognitive and spatial thinking abilities.

1.3.3. Art Play

Through art play, children can develop their fine motor skills as they learn to manipulate art supplies like pencils, paintbrushes, and scissors (DeLoache et al., 2004). Art play is a type of play-based learning that enables children to explore their imaginations and express themselves creatively through various art forms like drawing, painting, sculpting, and collage. Koster and Gullion (2014) state that "art play can support children's development of fine motor skills, creativity, and self-expression, as well as foster their emotional well-being and positive attitudes toward learning" (p. 80).

Furthermore, pupils may promote their creativity by experimenting with various hues, forms, and textures and learning how to use their artwork to communicate their thoughts and feelings (Eisner, 2002). Playing with art can also help children's emotional development since it teaches them how to analyze and express their emotions. Burton (2010) asserts that children can use art play as a healthy approach to release stress and anxiety by expressing their feelings in a safe and nonjudgmental manner.

Additionally, as art play gives learners the opportunity to freely experiment and explore a variety of creative mediums and techniques in a fun and entertaining way, it helps promote good attitudes toward learning. This can encourage interest and enjoyment in the process of learning (Graue & Walsh, 1998). Last but not least, art play can support children's social, emotional, cognitive, and physical development and be a useful part of early childhood education programs.

1.3.4. Outdoor Play

Another significant form of play-based learning is outdoor play, which gives kids the chance to explore and learn in unspoiled settings. According to Gill (2007), "outdoor play can promote children's physical activity, social interaction, and connection tonature, as well as support their cognitive and emotional development" (p. twenty-two). Children can improve their physical abilities through indoor play by doing things like running, leaping, climbing, and balancing. As kids explore and engage with natural elements like soil, sand, and water, outdoor play also fosters their sensory development (Gonzalez-Mena & Eyer, 2015).

Playing outside can also help kids develop cognitively because it allows them to use their imagination, creativity, and problem-solving skills in a natural setting. According to Burdette and Whitaker (2005), "outdoor play can provide children with opportunities to engage in complexplay scenarios, such as building structures or creating imaginary worlds, which can

supporttheir cognitive flexibility, executive function, and creativity" (p. 183). As kids play together and learn how to compromise and settle disputes with their friends, outdoor play can foster social connection and communication. Additionally, outdoor play gives kids a chance to engage with nature, which promotes environmental awareness and responsibility (Moore & Cooper Marcus, 2008).

In conclusion, outdoor play is an important form of play-based education that can support kids' social, emotional, cognitive, and physical growth. In order to give kids the chance to learn and explore in natural settings, early childhood education programs should include outdoor play in their curricula.

1.4. Benefits of Play-Based Learning

Play-based learning is an effective strategy for fostering learners' growth in a variety of areas. The promotion of children's social and emotional development is one of the main advantages of play-based learning (Bodrova & Leong, 2012). Children can practice critical social skills including sharing, cooperation, and conflict resolution when they participate in play-based learning activities (Lillard et al., 2013). By giving learners the chance to express themselves, process difficult emotions, and build resilience, play-based learning also helps kids' emotional development (Bergen, 2002).

1.4.1. Cognitive Development

There are several ways that play-based learning has been demonstrated to support young children's cognitive development. Play-based learning offers youngsters the chance to improve their critical thinking and problem-solving abilities, which is one of its main cognitive advantages (Bodrova & Leong, 2012). Children can explore and experiment with new ideas and concepts when they participate in play-based learning activities, which can foster their creativity and mental flexibility (Christie & Roskos, 2013).

Children's memory and attention skills are also enhanced by play-based learning (Christie & Roskos, 2013). Children can interact with materials and concepts in a hands-on, experiential manner when they participate in play-based learning activities. This can help to reinforce learning and enhance knowledge retention (Lillard et al., 2013). By giving kids interesting and stimulating learning experiences that hold their attention and help them stay focused, play-based learning can also help kids become more adept at paying attention (Bodrova & Leong, 2012).

The development of children's language and literacy skills is another cognitive advantage of play-based learning (Lillard et al., 2013). Children can converse with peers and adults, expand their vocabulary, and improve their communication skills when they participate in play-based learning activities (Bodrova & Leong, 2012). Through opportunities for meaningful and relevant exploration and interaction with print and other forms of text, play-based learning can also support the development of children's early reading skills (Christie & Roskos, 2013).

In summary, play-based learning is beneficial for young children's cognitive development because it provides them with rich engaging experiences that stimulate critical thinking, problem-solving, memory, attention, and language development. By describing a variety of hands-on interactive experiences, children will develop mental flexibility and creativity as they learn foundational aspects of literacy and communication. Play-based learning that nurtures exploration, collaboration, and interaction with others allows for cognitive growth, contributing to enjoyable play-based activities and experiences.

1.4.2. Social-Emotional Development

There are several ways that play-based learning has been demonstrated to support young children's social and emotional development. Giving kids the chance to practice their social skills is one of the main social advantages of play-based learning (Bodrova & Leong, 2012). Children can enhance their social skills, empathy, and self-control by participating in play-based learning activities that provide them the chance to interact cooperatively and collaboratively with peers and adults (Christie & Roskos, 2013). By giving kids the chance to express and control their emotions in a secure and encouraging setting, play-based learning can also aid in the development of their emotional intelligence (Lillard et al., 2013).

The promotion of children's confidence and self-esteem is another social-emotional advantage of play-based learning (Christie & Roskos, 2013). Children have the chance to succeed, take chances, and solve issues when they participate in play-based learning activities, all of which can boost their self-esteem and sense of competence (Lillard et al., 2013). Additionally, children's sense of connection and belonging can be fostered through play-based learning (Bodrova & Leong, 2012). Children can learn how to work together and communicate successfully in a group environment, as well as build relationships with peers and adults, through play-based learning activities (Christie & Roskos, 2013).

In summary, play based learning fosters the social and emotional development of young children in a way that allows for interactions, expressions of feelings and relationships with others. Through play and working together, young children learn social skills, such as, empathy, cooperating with others, communicating, and working through feelings while playing within a supportive environment. In addition, when children are afforded opportunities of choice, they can explore, take risks, and experience successes that build their confidence, self-esteem and sense of belonging. By learning fundamental social and emotional skills, young children develop a strong basis for health and wellbeing and establish a climate of social involvement, emotional resilience, and future learning environments.

1.4.3. Language Development

It has been demonstrated that play-based learning helps young children's language development in a variety of ways. Play-based learning offers children the chance to participate in rich and varied language experiences, which is one of its main advantages (Göncü & Gaskins, 2013). According to Christie and Roskos (2013), children who participate in play-based learning activities have the chance to use language in meaningful and authentic ways as they converse with peers and adults, share stories, provide explanations, and pose questions. Children's vocabulary and understanding abilities can also be developed through play-based learning (Bodrova & Leong, 2012). Children can acquire new vocabulary and concepts as well as a deeper comprehension of language and its applications through play-based learning activities (Göncü & Gaskins, 2013).

The promotion of children's phonological awareness and literacy abilities is another advantage of play-based learning for language development (Lillard et al., 2013). Children can develop their understanding of print and its applications, as well as their ability to identify and manipulate language sounds, through play-based learning activities (Christie & Roskos, 2013). Additionally, children's multilingual and intercultural competences can be developed through play-based learning (Göncü & Gaskins, 2013). Children can get an understanding for diversity and the capacity to interact and communicate effectively across linguistic and cultural barriers through play-based learning activities that integrate a variety of languages, cultures, and experiences.

To conclude, play-based learning is a powerful resource to support language development in young children by providing authentic, interactive, and culturally relevant experiences. Through conversations, storytelling, and even exploratory dialogue with peers and adults, children develop vocabulary, comprehension, and expressive language. Play also

contributes to emerging literacy and phonological awareness as children explore and play with the sounds and functions of language in an authentic and engaging way. Additional play-based learning takes diversity of linguistic and cultural features into consideration, as it develops children's multilingual potential and intercultural understanding in preparing them for the multiple aspects of communicating in an increasingly diverse world.

1.4.4. Physical Development

Play-Based learning has been demonstrated to support young children's physical development in a variety of ways. Play-based learning has several advantages, one of which is that it gives kids the chance to be active, which can aid in the development of their gross motor abilities (Pica, 2012). Children can gain strength, coordination, balance, and agility by participating in active play-based learning activities including running, leaping, climbing, and dancing (Bodrova & Leong, 2012). Children's fine motor abilities can also be developed through play-based learning (Pellegrini, 2012). Children can improve their hand-eye coordination, dexterity, and accuracy by engaging in play-based learning activities that require object manipulation, such as constructing with blocks, threading beads, or using scissors (Bodrova & Leong, 2012).

Play-based learning has the potential to improve children's general health and well-being, which is another advantage for physical development (Pica, 2012). Children can prevent obesity and other health issues by developing good habits and attitudes toward exercise through play-based learning activities that incorporate physical activity (Lillard et al., 2013). Furthermore, play-based learning can support the development of children's perceptual and sensory abilities (Bodrova & Leong, 2012). Children's senses of touch, smell, taste, sight, and hearing, as well as their capacity to perceive and process sensory information, can all be developed through play-based learning activities that entail investigating materials and sensory experiences, such as sand, water, or paint (Pellegrini, 2012).

1.5. Challenges and Barriers of Play-Based Learning

There is growing evidence that play is important for academic learning, early literacy development, and oral language development (Pyle, Poliszczuk, & Danniels, 2018). Many teachers have resorted to direct instruction for teaching early academic abilities, despite the fact that some advocate play-based learning approaches as a teaching and learning tool. According to Pyle and Danniels (2018), educators have encountered difficulties when attempting to incorporate play-based learning strategies within the framework of play and learning.

According to a survey done ten years ago by Howard (2010), 77% of teachers said that the main obstacle to play-based learning practices was a lack of opportunity for children to participate in play-based learning activities. 42 percent of educators said that the lack of resources and the varying play abilities or incapacity of the kids were the main causes of the barriers. According to Johnson (1994) and Siraj-Blatchford & Sylva (2004), play-based learning approaches cannot be successfully implemented because of structural and psychological constraints.

Most significantly, a recent shift in the development of new curriculum demands for students in early childhood classrooms has presented demands focused on mastering learning objectives and curriculum standards, which has significantly affected the role of students in student learning. Financial constraints have also hindered teachers' ability to provide and use the materials required to implement play-based learning practices effectively (Mraz et al., 2016).

The instructors' attitudes toward play and associated emotions of inadequacy, as well as their content knowledge and comprehension of play-based learning approaches, provide another difficulty in the form of psychological barriers (Keung & Fung, 2020). The conceptual, pedagogical, cultural, and political difficulties teachers faced in integrating theoretical knowledge and pedagogical concepts—typically due to administrative, curriculum, and resource constraints—have been reflected in play-based learning practices (Pyle, Poliszczuk, & Daniels, 2018). Another study on the use of play-based learning by teachers in Hong Kong found that there has been a shift in pedagogy, with a greater emphasis on theoretical comprehension of curriculum-targeted objectives and an acknowledgment of the necessity of flexibility in play-based learning implementation, which is crucial for early childhood students to successfully engage (Cheng & Stimpson, 2004).

A small percentage of teachers were found to lack the training required to successfully apply play-based pedagogy techniques in kindergarten classrooms (Winton et al., 2015). Teachers will resort to strict instruction in order to satisfy the demands of academic learning and achievement if they are not well trained and prepared (Gronlund & Rendon, 2017). Due to the availability of resources, 42% of educators reported being unable to use play-based learning strategies. In contrast to rigorous instruction, which will make it more difficult for teachers to encourage critical and analytical thinking, play-based curricula will encourage children's adaptability to learning and independent thought (Kiran, 2020; Mraz, et al 1996).

1.6. Strategies for Implementing Play-Based Learning

There are a number of techniques to support children's learning and development when implementing play-based learning, and one of the most effective ways is to create a supportive learning environment that fosters creativity and exploration. Copple and Bredekamp (2009) state that "a supportive environment is one in which children feel safe and secure, and where there is a balance between structure and freedom, and adult-led and child-initiated activities" (p. 33). Another way is to integrate play-based learning into every subject area of the curriculum, such as language and literacy, numeracy, Our World, Our People, and history, using developmentally appropriate play-based activities and materials that are in line with learning goals and objectives (Hendricks, 2015).

Additionally, it's critical to include families and caregivers in the play-based learning process by educating them about the advantages of play and giving them chances to take part in class activities. "Family involvement can support children's learning and development by providing them with additional opportunities for play and learning, as well as enhancing their social and emotional development," claim Pyle and Bigelow (2015) (p. 110).

Furthermore, it's critical to guarantee that early childhood educators receive the professional development and training they need to execute play-based learning successfully. According to Bern and Cosco (2018), "professional development can support educators in understandingthe importance of play-based learning, as well as in developing the skills and knowledgenecessary to implement effective play-based activities and experiences" (p. 216). Additionally, it is critical to continuously assess and consider the efficacy of play-based learning practices, modifying them as needed to promote children's learning and growth. Evaluation and reflection can help instructors comprehend what is working well and what needs to be improved, as well as pinpoint areas for growth and development Berk and Winsler (1995).

1.7. Play-Based Learning and Vocabulary Development

Learning vocabulary is fundamental to spoken language proficiency and reading comprehension (Hirsch 2003), and it is a crucial part of early literacy achievement (Roskos et al. 2008, 49). Children who have a limited vocabulary when they start school often struggle to learn to read, according to research. Additionally, they note that a child's later academic success is predicted by the extent of their early vocabulary (Walker et al. 1994). According to Hart and

Risley (1995), reading comprehension at the end of the third grade is closely linked to vocabulary at age three. Research indicates that word acquisition at a young age is crucial.

The National Association for the Education of Young Children (NAEYC 2009a) states that any instruction for young children should take into account the ages and developmental stages of the children. According to Bredekamp and Copple (1997), the NAEYC acknowledges that play is a key element of developmentally appropriate practice and a means of fostering social, cognitive, and language development. It is possible that the research on play will offer recommendations for early vocabulary training. Children's oral language development is essential for learning to read (Bergen and Mauer 2000). Higher kinds of language are frequently used by youngsters during play, according to research (Bruner 1982; Wells 1983; Johnson, Christies, and Wardle 2005). For instance, Bruner (1983) discovered that "the most complicated grammatical and pragmatic forms of language appear first in play activity" (65). According to other studies, children's language development is stimulated when they learn through play. (Bransford, Brown, and Cocking 2000; Bransford et al. 2006; Bredekamp 1997; Shonko∞).

Play promotes learning in a variety of ways (Johnson et al., 2005; Van Hoorn et al., 2003). Guided play, in particular, is designed to foster academic skills including vocabulary and literacy (Roskos, Tabors, & Lenhart, 2004). Adults may engage with children in guided play to "scaffold" their learning, but they must respond to children's actions and interests (Christie & Enz, 1992; Christie & Roskos, 2006). The potential of guided play is clear, but its use for explicit language skill teaching requires additional research.

In summary, vocabulary development is vital to children's academic development, and there is a considerable amount of research based on the importance of using play-based experiences for vocabulary support. Play, either unstructured or structured, allows the child to engage in meaningful language experiences that will support and build their vocabulary. During dramatic play, storytelling or engaging in interactive dialogue, children practice not only the linguistic structure of language but also build their understanding of word meaning in the context. Incorporating play-based and developmentally appropriate strategies in early language instruction will help create authentic, engaging experiences for children, while purposefully planning to create opportunities for long-lasting vocabulary development and early literacy capabilities.

Conclusion

This chapter presented an extensive overview of play-based learning and ways it can foster vocabulary development in young learners. Starting with its definitions and historical development, the chapter examined types of play, including dramatic play, block play, art play, and outdoor play, and how these can contribute to a child development aspect. The benefits of play-based approaches, including cognitive, social-emotional, language, and physical benefits to play, were emphasized, all of which were connected to meaningful vocabulary development. In addition to benefits, challenges and barriers that educators may encounter in using play-based strategies were also described, along with appropriate suggestions for circumventing those issues. Informed by developmental theories and evidence, the concept of play-based learning can be viewed as a strong and developmentally appropriate approach to language learning, and as the next chapters will show, real classroom examples can add more engagement, effective, and long-lasting ways for learners to learn vocabulary.

Chapter Two

Research Methodolgy

Introduction

The chapter offers an overview of the methodology that was implemented in the study to investigate how play-based learning is effective in developing vocabulary for fourth year primary pupils. To achieve a full understanding of the measurable impact of the instructional intervention as well as the contextual factors that contribute to its effectiveness, a mixed-methods approach was used. Through the collection and analysis of both quantitative and qualitative methods, the research seeks to understand not only the impact of vocabulary development activities using play, but also the lived experiences and beliefs of teachers as they implement such practices. The chapter includes a summary of the research approach, design, participants, setting, data collection tools, and ethical considerations in the study. The chapter also has a justification for each method, both in terms of why it was selected and how it supports the validity and reliability of the research as a whole.

2.1. Research Approach

This study uses a mixed-method design. A mix of quantitative and qualitative methods will be utilized to evaluate the effectiveness of play-based learning for vocabulary development with fourth-year primary pupils. In this study, the effectiveness of play-based learning for vocabulary development will focus on a quasi-experimental design with one group receiving play-based instruction and a control group receiving a traditional method of instruction.

Quantitative data will be collected using post-tests to measure quantity of vocabulary knowledge increasing. Based on the results of post-tests, we will determine to what extent play-based instruction increased vocabulary knowledge compared to conventional methods. Qualitative data will be collected through semi-structured interviews with grade three teachers to explore their perception of play-based learning, the resistances or challenges they face, and how these strategies are shaping students use of language and engagement.

By integrating both numerical evidence and teacher perspectives, the mixed-methods approach offers a comprehensive understanding of the educational impact of play on language acquisition. This combination of methods strengthens the validity of the findings and allows for a deeper interpretation of how and why play-based strategies may support vocabulary development.

2.1.1. Quantitative Method

According to Rana, Gutierrez, and Oldroyd (2023), quantitative approaches entail the collection and examination of numerical data in order to answer issues related to scientific study. Using the quantitative technique, results are compiled, averaged, trends are identified, forecasts are formed, causal relationships are examined, and findings are extrapolated to broader populations. Apart from prioritizing tasks and evaluating the degree of efficacy proof, it also allows us to quantify effect sizes and determine correlation strength.

Moreover, Leedy (1993) defined quantitative research methods as those that employ numbers and everything measurable to systematically examine phenomena and their connections. It is used to try to predict, explain, and control a phenomenon by answering questions regarding the relationships between measurable variables. The current research uses quantitative methodology to objectively measure the effectiveness of play-based learning on vocabulary development among fourth-year students. This was accomplished through the implementation of a structured post-test built to assess the students' understanding of vocabulary items related to the Health unit. By comparing the scores of the experimental group that participated in play-based instruction with the scores of the control group that utilized regular teaching practices, the study attempts to measure any observable differences in the vocabulary acquisition process. The quantitative data provides an objective and systematic way to evaluate the impact of the instructional intervention.

2.1.2. Qualitative Method

In order to determine the features and importance of human experience, qualitative research, according to Holloway (2009, p. 47), entails the methodical gathering and analysis of subjective narrative data in an orderly and intuitive manner. Furthermore, according to Gillham (2000), qualitative techniques focus primarily on the type of evidence that people's actions and words provide to help the researcher understand what is occurring. Qualitative research involves analyzing and interpreting texts and interviews to identify important patterns that characterize a particular event (Auerbach and Silverstein, 2003).

The objective of the qualitative approach, according to Manning (1996), is to provide descriptive information through the use of spoken or written language and observable behavior. Creswell (1994) defined a qualitative study as an investigation process for understanding a social or human issue that is based on utilizing words to paint a complex, full picture, reflecting in-depth informant perspectives, and occurring in a natural setting. The present study uses

qualitative methods to acquire a greater understanding of the meaning and impact of play-based learning in the classroom. To obtain these qualitative data, interviews were conducted with the English teachers of Amir Abdelkader Primary School located in Zelfana. The interviews aimed to explore teachers' perceptions on the effectiveness of using play-based strategies to teach vocabulary, challenges to using play-based strategies in the classroom, how play-based strategies impact students' learning engagement, and if play strategy improves the students' language development. By using qualitative methods, the study added a value to the quantitative data obtained from the post-test through capturing experiences and context in a first-hand way.

2.2. Research Setting

The present study will be conducted at Amir Abdelkader Primary School, located in Zelfana, in Ghardaïa. The focus will be on pupils in the fourth year of primary school as this is an important developmental stage for learners' language development when vocabulary acquisition becomes increasingly important for understanding reading and learning more generally. The setting was determined due to its availability with both the school administration and teachers willing to implement a play-focused intervention.

2.3. Research Questions

The current study raises three main questions

1.How does play-based learning impact young learners' vocabulary development?

2.What types of play-based activities are most effective in enhancing vocabulary acquisition?

3.What challenges do teachers face when implementing play-based learning in vocabulary instruction?

2.4. Research Hypotheses

H1. Play-based learning has a positive impact on young learners' vocabulary development, leading to better retention and engagement.

H2. Interactive and contextual play-based activities, such as storytelling, role-playing, are the most effective in enhancing vocabulary development.

H3. Teachers face challenges in implementing play-based learning due to factors such as limited classroom time, and lack of resources or training.

2.5. Description of Participants

The study's population includes 44 of the fourth-year pupils studying at Amir Abdelkader Primary School in Zelfana. From this population, a sample of 28 pupils was selected through a non-random purposeful sampling strategy that ensured accessibility and manageability for the research timelines.

The participants were then divided into two groups, consisting of an experimental group and a control group, with each group consisting of 14 pupils. Both groups were administered a a post-test at the end, in order to assess their vocabulary development over the course of the intervention. The selection of this year level was purposeful as the fourth-year pupils are at a vital period in their language learning because vocabulary development is central to learning to read and develops communication skills.

Along with the student participants, three English language teachers from the same school also took part in the study through semi-structured interviews that aimed to elicit qualitative evidence about the implementation, perceived effectiveness, and challenges of using play-based learning strategies for vocabulary instruction in a formal classroom environment.

2.6. Case of Study

Sagadin (1991) defined a case study as an analysis and description of a group of people (a school department, a group of students with special needs, teaching staff, etc.), an individual institution or a problem (or multiple problems), a process, phenomenon, or event in a specific institution, etc. as well as an individual person (his or her activity, special needs, life situation, life history, etc.). A case study is regarded as a type of descriptive technique if we stay in such analyses at the descriptive level, but it moves toward the causal-experimental method if we move up to the causal level (ibid). Sagadin's definition emphasizes the case study method's depth and adaptability, which allow for a careful analysis of people, organizations, or groups in their actual environments. It highlights that, depending on the level of research, case studies can either stay descriptive or move closer to determining causal linkages.

This research will be conducted in a real-world educational environment to examine the role of play in learning, and how this affects vocabulary learning in young learners. The case will be Amir Abdelkader Primary School, a school located in Zelfana, the school adheres to the prescribed curriculum laid out by the Algerian Ministry of National Education, instructing pupils at Year 4 level with the My Book of English series.

As a case study, the study will assist in understanding how an alternative practice like play can be used strategically in conjunction with a more traditional classroom context. It will provide a setting where vocabulary learning can be analysed, even in formal educational settings which are not unfamiliar, while also capturing some of the context of local pedagogy, and exploring classroom relationships and learner agency.

2.7. Research Design

This research uses a quasi-experimental research design to look at the effect of play-based learning on vocabulary acquisition by year four primary pupils. The quasi-experimental design allows for consideration of comparison, as there are two intact groups (one experimental group who participate in the play-based learning and one control group who continue to learn through traditional teaching). This design allows for a consideration of cause-and-effect is possible as the study can be conducted within the complexities of a real educational setting and because random assignment is not possible.

In this study, both groups are assessed on vocabulary acquisition through a post-test only, following their respective instructional interventions. The aim is to measure and identify any differences in vocabulary acquisition that may be attributed to the type of instruction received. Specifically, the study seeks to determine whether play-based learning leads to greater vocabulary gains compared to conventional teaching methods. By comparing the post-test results of the experimental and control groups, the study evaluates the extent to which play-based learning supports vocabulary development more effectively than traditional approaches.

The experimental group completed six sessions, each of which contained a number of interactive, play-based learning activities designed to reinforce the vocabulary from the Health unit. The play-based activities, such as Vocabulary Bingo, Doctor's Visit Role-Playing, and Picture Story Cards, were repeated across different sessions, allowing for different modes of learning. For example, while the Bingo game was good for word recognition, the role-playing was good for sentence formation and language use within contexts, and the story card activity helped develop creativity and contextual learning.

The control group continued to receive standard classroom instruction from the textbook, including reading, repetition, exercises, and Teacher explanations. Both groups completed an identical post-test at the end of the six sessions. The test consists of three tasks: multiple choice, sentence completion, and matching health problems with appropriate advice— all focused on vocabulary from the Health unit. This research design facilitates the comparison

of vocabulary gains between the two groups, and trustfully provides an organized model to assess the pedagogical impact of introducing play based learning strategies into vocabulary development.

In this study, qualitative data were also obtained through semi-structured interviews with three English teachers from the same school. The aim was to determine how the teachers had used play-based learning in the classroom, the challenges of play-based pupil-centred learning, and the teachers' reflections regarding students' use and engagement of vocabulary throughout the intervention. This study uses a mixed-methods design by quantitatively measuring the level of improvement in vocabulary understanding, and then qualitatively representing the teachers' understandings of their teaching practices and the learners' responses.

2.8. Data Collection Instruments

Two primary instruments were used fulfill these objectives in terms of obtaining credible and relevant data for the study, specifically a post-test and semi-structured interview. The post-test assessed the vocabulary acquisition of pupils after the instructional intervention and focused on the related material about the Health unit found in the 4th year English textbook. This instrument provided with quantitative data to measure and compare the vocabulary acquisition of the pupils in both experimental and control groups. The semi-structured interviews were conducted with three English teachers to obtain qualitative information related to their beliefs about play-based learning, its use in teaching vocabulary, and challenges encountered with its implementation. Together, these instruments provided an appropriate method for providing an adequate explanation about both the measurable effects from the intervention and the contextual beliefs that shape outcomes in the learning process.

2.8.1. Description of the Teachers' Interview

The teacher interview that was included in this study was semi-structured qualitative tool to examine teacher perceptions, experiences, and attitudes towards play-based learning for vocabulary development. The aim of the interview was to provide insights into how teachers of English at the primary level implement and reflectively practice playful strategies in vocabulary instruction. The interview included 10 open-ended questions and was conducted with three teachers through Amir Abdelkader Primary School. The responses helped to contextualize the results of the experimental intervention because they helped capture authentic classroom experiences, actions of students as they played, and challenges educators faced.

Question 01 Aims to understand the teacher's general background and initial impressions of teaching English at this new educational level in Algeria.

Question 02 seeks to assess prior experience and familiarity with play-based methods in practice.

Question 03 aims to gather the teacher's perspective on the educational value of play-based learning for vocabulary acquisition.

Question 04 aims to examine perceived differences in outcomes, engagement, and effectiveness between the two instructional methods.

Question 05 aims to collect direct observations on student reactions, interest, and motivation during the intervention.

Question 06 aims to identify shifts in classroom behavior, involvement, or enthusiasm linked to play-based instruction.

Question 07 aims to evaluate the perceived impact of the intervention on vocabulary learning outcomes.

Question 08 aims to highlight practical challenges or limitations encountered during the intervention.

Question 9 aims to explore future teaching intentions and the teacher's level of support or resistance toward play-based learning.

Question 10 aims to gather constructive recommendations for adapting or enhancing the implementation of playful approaches in local contexts.

2.8.2. Description of Post-test

The post-test used in this study was specifically designed to assess the vocabulary acquisition of 4th year pupils following a period of instruction focused on the "Health" unit. The test is composed of three structured activities, each targeting different dimensions of vocabulary knowledge including word recognition, contextual understanding, and semantic association.

In the first activity, pupils receive sentences with omitted words and they are asked to read the sentences and circle the most appropriate word from a word box to complete the sentences in a way that is meaningful to them. This format evaluates pupils' ability to utilize

vocabulary items that appropriately fit in a particular context related to health. The second activity requires pupils to fill in the missing words in three short sentences again using another set of target vocabulary. This activity evaluates the pupils' ability to understand and use vocabulary in syntactic structure, as well as their application of health terms and phrases in the common language context.

The last task is a matching activity, in which students match some everyday health problems, for example sore throat or toothache, to advice. The matching task is a deeper semantic understanding and requires students to identify the vocabulary systematically by relating one vocabulary item to the appropriate real-life context. The vocabulary is taken from the 4th Year Algerian English textbook and is appropriate to level and aligns with the students' learning program. The test was straightforward, clear and designed for young learners. The total score was made out of 10 marks.

2.9. Ethical Considerations

This study adhered to the ethical standards required for educational research involving young learners. Prior to conducting the research, informed consent was obtained from the school administration and the teachers involved. Since the participants were minors, verbal consent was also obtained through the classroom teacher from the pupils' legal guardians to ensure transparency and voluntary participation. Participants were informed, through age-appropriate language, that their involvement in the study was not mandatory and that they had the right to withdraw at any stage without facing any negative consequences.

To ensure anonymity and confidentiality, no personal identifiers (such as names) were used in reporting or analyzing the data. All information collected was treated with strict confidentiality and used solely for academic purposes. The study activities, including the post-test and classroom games, were carefully designed to be developmentally appropriate, non-intrusive, and in alignment with the pupils' learning program, so as not to cause stress or disrupt the learning process.

Additionally, teacher interviews were conducted with full consent, and participants were made aware that their responses would be anonymized. The research was carried out in a respectful and inclusive manner, aiming to benefit educational practice while ensuring the dignity and rights of all participants were protected throughout the study.

Conclusion

The methodological framework of study has been established in this chapter. Through utilizing a mixed-methods approach, the current study was able to include quantitative data, through post-test data collection, and qualitative data through the teacher interviews, which allowed for a rich understanding of the role of a play-based approach to vocabulary learning. The quasi-experimental design of the study provided a structured comparison between the experimental group and the control group with the experimental group participating in play-based activities and the control group continuing with traditional instruction. In addition, the outlining of participants, research and ethical considerations in the study assures that the study was completed with both methodological diligence as well as respect for the participants involved in the study.

Chapter Three

Data Analysis and Interpretation

Introduction

This chapter presents the analysis and interpretation of the data collected to evaluate the impact of play-based learning on vocabulary development among fourth-year primary pupils. The data were gathered through two main instruments: a post-test administered to both the experimental and control groups, and semi-structured interviews conducted with English language teachers. The quantitative data from the post-test offer measurable insights into the pupils' vocabulary acquisition following the instructional interventions, while the qualitative data from the interviews provide deeper understanding of teachers' perceptions, classroom experiences, and the practical challenges of implementing play-based strategies. Through the analysis of both data sets, this chapter aims to determine the extent to which play-based learning enhances vocabulary acquisition compared to traditional teaching methods and to explore the contextual factors that influence its success.

3.1. Data Analysis

3.1.1. Analysis of Post-test

3.1.1.1. Results of Control Group

The control group was made up of 14 fourth-year pupils at Amir Abdelkader Primary School, Zelfana. These pupils received traditional instruction in their regular fourth-year curriculum, based on the prescribed English textbook, that no longer incorporated play-based learning with kids, and the pupils relied extensively on reading and repetition, with teacher explanation and textbook work as the main source of learning. Following the six instructional sessions, the same post-test was administered to the control group, for assessing vocabulary acquisition in health from the unit.

Table 1 *Results of Control Group*

Score	Frequency	Percentage
1	0	0%
2	1	7.14%
3	2	14.28%
4	1	7.14%
5	4	28.57%

6	3	21.42%
7	2	14.28%
8	1	7.14%
9	0	0%
10	0	0%
Total	**14**	**100%**

Figure 1 *Results of Control Group*

Results for the control group, which was instructed using traditional methods, suggest performance levels were mostly situated in the mid-score area. Most notably the highest frequency was scored at score 5 with 4 pupils (28.57%) followed closely by the second highest frequency at score 6, with 3 pupils (21.42%). This suggests that most learners only achieved an average level of vocabulary acquisition.

It is also noteworthy that lower scoring levels were relatively common: 3 pupils (21.42%) recieved below 5 (2, 3, and 4) which indicates limited vocabulary acquisition for some part of the group. Most concerning is that none of the pupils obtained any scores of 9 or 10 on scoring, as well as no pupils receiving 1 on scoring. While their performances do appear modest with regard to vocabulary learning, they don't appear to be extreme poor.

The overall distribution indicates that following a traditional approach has resulted in modest vocabulary improvements. However, as highlighted by the lack of very high scores, most pupils in the class appear to have acquired limited vocabulary knowledge using traditional instruction or learning methods. The lack of high scoring pupils may indicate traditional instruction may not have been stimulating, and accordingly does not provide opportunities for authentic or contextual learning experiences that encourage deeper learning processes for vocabulary acquisition.

3.1.1.1.1. Mean Score of Control Group

$My = \sum Y / (N)$

My: Mean score of the control group

$\sum Y$: The sum of the scores in the control group

N: The number of Students

- **The Total Score ($\sum Y$):**

$\sum Y = (1\times0) + (2\times1) + (3\times2) + (4\times1) + (5\times4) + (6\times3) + (7\times2) + (8\times1) + (9\times0) + (10\times0)$
$= 0 + 2 + 6 + 4 + 20 + 18 + 14 + 8 + 0 + 0$
$= \mathbf{72}$

- **The Total Number of Students (N):**

N= **0** +1+ 2+ 1+4 +3 +2 +1+ 0 +0

N= **14**

- **The Mean Score (My):** $My = \sum Y / (N) = 72 / 14 = 5.14$

Control group's post-test results show a mean score of 5.14 out of 10. This mean score indicates some vocabulary learning occurred during the time spent in conventional learning without play-based learning, but there was a moderate level of vocabulary acquisition. The mean score shows that students in the control group could correctly answer slightly more than half of the test items, therefore, this suggests that the conventional teaching led to some learning, but not high levels of success across the group. Additionally, the distribution of scores shows a concentration around mid-range values (especially 5, 6, and 7), with no students scoring 9 or 10, and very few scoring at the lowest end. This reinforces the observation that vocabulary acquisition in the control group was generally average but not exceptional.

3.1.1.2. Results of Experimental Group

The experimental group in this study consisted of 14 fourth-year pupils who participated in a series of six play-based learning sessions that focused solely on the vocabulary for the "Health" unit. The sessions took on the form of interactive games such as vocabulary bingo, role-playing situations, and story-based picture cards in order to involve the learners in contextualized language use and to provide an element of fun. Finding ways to involve learners in contextualized language use while creating a purposeful and supportive environment to ensure vocabulary retention and usage was found to be important. Once the intervention had concluded, the same post-test was given as to the control group in order to assess their vocabulary acquisition.

Table 2 *Results of Experimental Group*

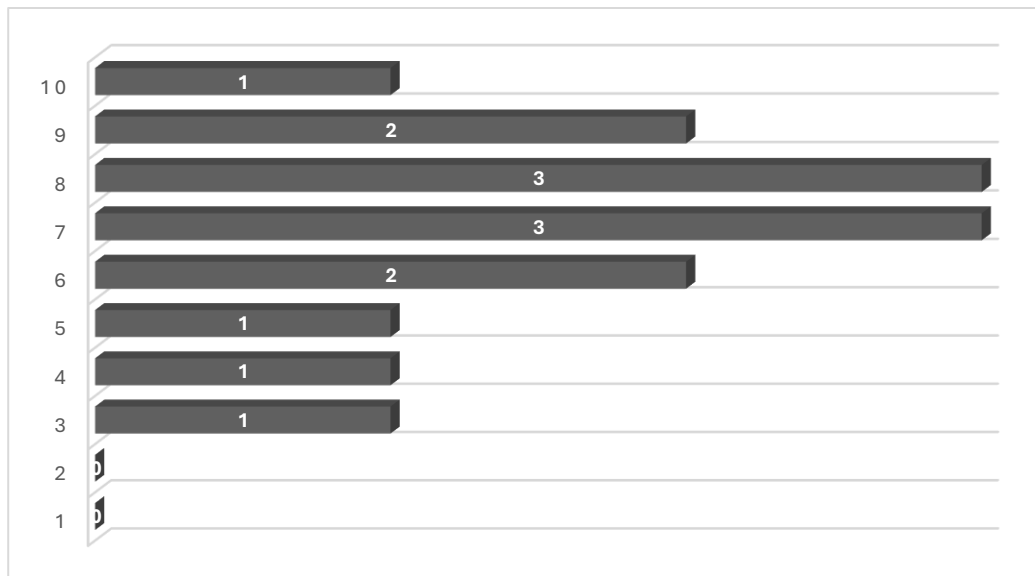| Score	Frequency	Percentage
1	0	0%
2	0	%
3	1	%
4	1	%
5	1	%
6	2	%
7	3	%
8	3	%
9	2	%
10	1	%
Total	**14**	**100%**

Figure 2 *Results of Experimental Group*

The analysis of the post-test results from the experimental group demonstrates a higher performance level overall. The score distribution reveals that most students scored in the upper range, with 3 students scoring 8, 2 scoring 9, and 1 scoring a perfect 10. In contrast, no students scored below 3, showing that even the lowest-achieving students performed better than those in the control group. This upward trend indicates that play-based learning positively influenced vocabulary acquisition. The clustering of scores between 6 and 10 suggests strong engagement and understanding among the majority of participants. Compared to the control group's performance, this outcome points to the effectiveness of integrating playful, interactive activities into language instruction, particularly for young learners developing foundational vocabulary skills.

3.1.1.2.1. Mean Score of Experimental Group

$My = \sum Y / (N)$

My: Mean score of the control group

$\sum Y$: The sum of the scores in the control group

N: The number of Students

- **The Total Score ($\sum Y$):**

$\sum Y=(1×0)+(2×0)+(3×1)+(4×1)+(5×1)+(6×2)+(7×3)+(8×3)+(9×2)+(10×1)$

$\sum Y=0+0+3+4+5+12+21+24+18+10=97$

- **The Total Number of Students (N):**

N=0+0+1+1+1+2+3+3+2+1=14

- **The Mean Score (*My*):** *My=∑ Y / (N)*=97 / 14=6.93

The mean score of the experimental group was calculated to evaluate the effectiveness of play-based learning on vocabulary acquisition. The total score obtained by all 14 pupils in this group was 97, as determined by multiplying each score by the number of students who achieved it and summing the results.

This relatively high average score suggests that students who were exposed to play-based vocabulary instruction performed better on the post-test compared to those in the control group. The results indicate that play-based activities may have supported better vocabulary retention, greater engagement, and deeper understanding of the language content taught during the sessions. This supports the hypothesis that play-based learning is an effective method for enhancing vocabulary development among young learners.

3.1.1.3. Comparative Analysis between Groups

Table 3 *Comparison of Post-Test Mean Scores Between Control and Experimental Groups*

Group	Post-Test Mean	Improvement Compared to Control
Control Group	5.14	–
Experimental Group	6.93	+1.79

There was a discernible difference in the experimental group's vocabulary acquisition compared to the control group. A mean score of 5.14 out of 10 was attained by the control group, which was instructed using conventional methods. However, the experimental group, which participated in play-based learning activities, received a mean score of 6.93. This indicates that the experimental group's average score increased by 1.79 points. When compared to traditional instructional methods, play-based learning strategies had a more positive effect on the vocabulary development of the students, as evidenced by the experimental group's improved vocabulary outcomes. Students participated in interactive, context-rich activities like storytelling, vocabulary games, and role-playing, which probably improved their comprehension and memory of new words.

3.1.2. Analysis of Teachers' Interview

The teachers' interview delivered valuable qualitative information about practical implementation and perceived effectiveness of play-based learning for teaching vocabulary.

Three English teachers from Amir Abdelkader Primary School participated in the interview process. The interview questions assessed teachers' opinions about play-based methods and their practical experiences and their observations of student responses and their encountered challenges. The teachers expressed positive views about play-based learning although they mentioned that students became more engaged and motivated and interacted better with each other.

Question 01 How has your experience been teaching English at the primary level so far?
Teachers' Answers
-It has been both exciting and challenging. Teaching English to young learners is a new experience for me, especially since it's their first exposure to the language. I enjoy seeing their curiosity and how quickly they absorb new words, but it also requires a lot of creativity to keep them engaged.
-So far, my experience has been positive. The pupils are enthusiastic, and they respond well to interactive lessons. However, I sometimes struggle with finding the right resources that are suitable for their age and level."
-It's been a learning process for both me and my students. I find that using songs, visuals, and games helps a lot, but there's still a lack of structured material and training tailored for primary-level English teaching."

The responses demonstrate similarity of experiences and shared excitement and challenge for teachers responsible for engaging English language instruction at the primary level. All three teachers mentioned that they enjoyed working with young learners and reported positive feelings about working with this age group because of their inquisitiveness, enthusiasm, and ability to learn quickly. All three teachers, however, highlighted the additional characteristics of their new role since English was a new subject in the Algerian primary curriculum. Engagement through creativity with song, visual aids, and games was shared by the teachers as one strategy to keep learners interested in English instruction. Collectively, experiences reflect a combination of hopefulness and structured support needed to take on the responsibility of teaching at the primary level.

Question 02 Have you previously used play-based activities in your language teaching? If so, in what form?
Teacher's Answers
-Yes, I have used several play-based activities like role-playing.

-I've incorporated songs with movements and vocabulary games using flashcards. I find that pupils remember words better when they're actively involved in the learning process.

-To some extent, yes. I've used drawing games, matching games, and classroom competitions. However, I've mostly used them occasionally due to time constraints and a lack of ready-made materials.

The responses reveal that teachers have indeed used play-based activities in their language teaching, though to varying degrees. One teacher shared that role-playing was a frequent method employed, allowing pupils to act out scenarios and use new vocabulary in context. Another teacher highlighted the use of songs with movements and flashcard games, explaining that such interactive methods made vocabulary more memorable for young learners. A third teacher mentioned incorporating drawing games, matching activities, and classroom competitions, but noted that these were used occasionally due to limited time and insufficient access to prepared materials. Overall, while all teachers recognized the value of play-based activities, their application was often influenced by available resources and scheduling constraints.

Question 03 In your opinion, what role can play-based activities play in teaching vocabulary to young learners?

Teachers' Answers

-Play-based activities make learning more enjoyable and meaningful for children. Through play, pupils are more likely to remember new words because they're using them in context, not just memorizing them.

-I believe play helps reduce anxiety in young learners. When they're playing, they're more relaxed and open to experimenting with language. It builds confidence and encourages them to speak without fear of making mistakes.

-Play-based activities support natural language use. Instead of isolated word lists, children use vocabulary in games, songs, and real-life scenarios, which improves retention and helps them understand how language works in communication.

The responses to Question 03 highlight a strong consensus among teachers regarding the value of play-based activities in vocabulary instruction for young learners. Teachers agree that play not only makes learning more enjoyable but also enhances retention by placing new vocabulary in meaningful and contextual settings. One teacher emphasized that through games

and playful interactions, pupils are more likely to remember and understand vocabulary because it is used in context rather than through rote memorization. Another teacher pointed out the emotional benefits of play, noting that it reduces anxiety and creates a relaxed environment where learners feel safe to use new language without fear of mistakes. This, in turn, fosters confidence and encourages active participation. Additionally, play-based learning is seen as a way to promote natural language use, helping learners connect vocabulary to real-life situations, songs, and storytelling. Thus, the analysis indicates that teachers view play as a powerful tool that supports both cognitive and emotional aspects of vocabulary development in young learners.

Question 04 In your opinion, how does play-based learning differ from traditional methods of teaching vocabulary?

Teachers' Answers

-Play-based learning is more student-centered and interactive, while traditional methods often rely on repetition and memorization.

-Traditional teaching tends to focus on writing and drills, but play-based learning brings the language to life. It encourages children to use vocabulary in context, making it more meaningful and easier to retain."

-The main difference is engagement. In traditional methods, pupils often get bored or distracted. Play-based learning keeps them focused and motivated because they're having fun while learning, and that boosts their language acquisition

The responses reveal a clear distinction between play-based and traditional vocabulary teaching methods. Teachers emphasized that play-based learning is more engaging, interactive, and student-centered, allowing children to use language meaningfully in context. In contrast, traditional methods rely heavily on memorization, drills, and writing tasks, which often fail to sustain young learners' attention. Play-based approaches not only enhance motivation but also improve retention by making learning fun and relevant to real-life use.

Question 05 How did your students respond to the play-based vocabulary activities during the experiment?

Teachers' Answers

-Pupils enjoyed the games and were more active and responsive during the sessions compared

to regular lessons. I noticed a lot more participation, even from the shy pupils.

-They responded positively. The activities kept them engaged, and they seemed excited to learn new words.

-Most of the pupils were highly motivated. They looked forward to the play-based sessions and often asked to repeat the activities.

The responses to Question 05 highlight a strong and consistent positive reaction from pupils toward the play-based vocabulary activities during the experiment. All three teachers observed that the students were more engaged, enthusiastic, and eager to participate in comparison to traditional lessons. Importantly, even typically shy pupils became more active, suggesting that the playful context helped lower anxiety and encouraged broader participation. Teachers noted increased motivation, with some pupils even requesting to repeat the activities evidence of enjoyment and a deeper interest in learning. Overall, play-based learning appeared to create a more dynamic and inclusive classroom atmosphere.

Question 06 What changes, if any, did you observe in their engagement or participation?

Teachers' Answers

-There was a noticeable improvement in engagement. Students who were usually quiet or passive began taking part actively in class, especially during the games and role-play activities.

-Their participation increased significantly. They asked more questions, and seemed more confident speaking in front of their classmates.

-I observed a boost in teamwork and peer interaction. The pupils were more cooperative and enthusiastic about group tasks, which helped even the less confident ones to get involved.

The teachers' responses to Question 06 reveal a consistent pattern of increased engagement and active participation among students during the play-based learning sessions. Previously passive or shy learners began to interact more confidently, particularly when involved in playful tasks like games and role-plays. The teachers observed that students not only became more vocal but also asked more questions and engaged more freely in classroom discussions. Additionally, play-based activities fostered a sense of collaboration and improved peer interaction, as learners worked more cooperatively in groups. This shift suggests that play-based instruction creates an inclusive and motivating learning environment that encourages participation from all students, including those who are typically less confident.

Question 07 Did you notice any improvement in students' use or understanding of the target vocabulary?

Teachers' Answers

-Yes, definitely. I noticed that students started using the new vocabulary words more naturally in their speech during and even outside of the activities.

- They seemed to remember the words more easily when they had learned them through games or role-play.

-Yes, especially with the more frequently repeated words. Students demonstrated better understanding and usage of the target vocabulary in classroom tasks and even when speaking with their peers.

The teachers' responses indicate a clear consensus that play-based learning significantly enhanced students' use and understanding of the target vocabulary. All three teachers observed that pupils were not only able to recall vocabulary more easily but also began to use it naturally in both classroom interactions and informal contexts. This improvement was particularly evident when words were introduced through repetitive and interactive play activities such as games and role-play. These findings suggest that the meaningful and engaging nature of play-based learning helps solidify vocabulary in long-term memory and promotes more confident and context-appropriate language use among young learners.

Question 08 What difficulties did you face in implementing play-based activities in the classroom?

Teachers' Answers

- Classroom management was one of the main challenges.

-I found it difficult to find or create appropriate materials for games and activities. Most resources aren't tailored to the pupils' level or the vocabulary we need to teach, so it took extra preparation.

Classroom management was a bit tricky at first. Some students became too excited or distracted during the games, so I had to set clear rules and routines to keep them focused.

The teachers' responses highlight key challenges they faced when implementing play-based activities in the classroom. A major issue was classroom management, as games and playful tasks often led to heightened excitement among pupils. This required teachers to establish clear rules and routines to maintain order and focus. Another significant difficulty was

the lack of appropriate, level-specific materials. Teachers noted that finding or designing suitable resources for vocabulary games demanded extra time and effort. These challenges suggest that while play-based learning is effective and engaging, it also requires careful planning and support to implement successfully in a structured classroom setting.

Question 09 Would you consider using play-based strategies in your future teaching? Why or why not?

Teachers' Answers

Yes, absolutely. I've seen how much the pupils enjoy the lessons and how effectively they retain the vocabulary when it's introduced through games and interactive activities. It makes learning fun and meaningful.

-Yes, I would. Play-based strategies help create a positive learning environment. The pupils are more engaged and less afraid to participate, which is especially important when learning a new language.

Yes, but with better preparation. I believe play-based learning is effective, but it requires time to prepare suitable materials.

The responses show a clear and consistent interest among the teachers in continuing to use play-based strategies in their future teaching. All three teachers expressed positive attitudes, highlighting the noticeable benefits of increased engagement, enjoyment, and vocabulary retention among pupils. They emphasized that games and interactive activities make learning more meaningful and reduce pupils' fear of participation. However, one teacher pointed out a practical concern — the need for better preparation and access to suitable materials, indicating that while the method is effective, it can also be time-consuming. This suggests that with more institutional support, play-based learning could become a more regular and impactful teaching approach.

Question 10 What suggestions do you have for improving the use of play-based learning in Algerian primary schools?

Teachers' Answers

-More training workshops should be provided for teachers so they can learn how to plan and use play-based activities effectively in the classroom.

-Schools need to offer more materials and resources, like flashcards, games, and visual aids, to support teachers who want to implement play-based strategies.

-Reducing the pressure of completing the syllabus quickly would allow teachers more time to integrate playful activities without feeling rushed.

The responses highlight key suggestions from teachers for enhancing the implementation of play-based learning in Algerian primary schools. One major recommendation is the need for professional development, specifically through training workshops that would equip teachers with the knowledge and skills to plan and execute effective play-based activities. Additionally, teachers emphasize the importance of adequate resources such as flashcards, visual aids, and game materials, which are often lacking but essential for successful implementation. Finally, teachers suggest revising the curriculum pace, noting that the pressure to complete the syllabus limits opportunities for incorporating play. Allowing more flexibility in lesson planning would enable teachers to adopt playful strategies without sacrificing content coverage, ultimately making learning more engaging and effective for young learners.

3.2. Interpretation of the Data

3.2.1. Interpretation of the Post-Test Results

The results of the post-test provide a clear understanding of how vocabulary acquisition differs between students who received traditional instruction and those who participated in play-based learning. In the control group, students showed some progress in vocabulary development, but most scores were in the middle range. The most common score was 5 out of 10, and the group's average was 5.14, indicating that learning was not very strong or consistent. There were no high scores (9 or 10), and some students scored below average, showing the limitations of traditional teaching methods that focus on repetition and textbooks. On the other hand, the experimental group, who had six play-based learning sessions using games and interactive vocabulary tasks on the topic of "Health," achieved much better results. Their scores were higher and more evenly distributed in the top range. The average score of the group was 6.93, showing a significant improvement in vocabulary comprehension and usage. Many students scored 8, 9, or even 10, and no one scored below 3, indicating the positive impact of incorporating engaging and meaningful learning activities through play.

The comparative analysis between the two groups further reinforces this finding: the experimental group's mean was 1.79 points higher than that of the control group. This gap supports the conclusion that play-based learning strategies can be more effective than traditional

methods for vocabulary instruction in primary education. By providing learners with opportunities to use new words in context-rich, interactive, and enjoyable situations, these strategies appear to boost both engagement and retention—key elements in early language acquisition. The findings align with existing educational research that emphasizes the benefits of active learning and developmentally appropriate practices in early childhood education.

3.2.1.1. The Impact of Play-Based Learning on Vocabulary Development

The findings of this study demonstrated a notable impact of play-based learning on vocabulary acquisition among fourth-year pupils. The experimental group, which was exposed to play-based instruction, consistently outperformed the control group in the post-test, achieving a higher mean score of 6.93 compared to 5.14. This difference illustrates that students engaged in interactive and contextualized learning environments, such as games, songs, and role-plays, were more successful in acquiring and retaining vocabulary than those who experienced traditional methods centered on repetition and textbook exercises.

The teachers' interview responses further supported these quantitative findings. Educators observed increased engagement, participation, and confidence among pupils during the implementation of play-based activities. They noted that learners were more likely to use new vocabulary in context and remembered words more effectively when taught through playful interactions. These qualitative insights underscore the importance of integrating student-centered, interactive strategies into early language education.

Together, both quantitative and qualitative results validate the hypothesis that play-based learning fosters better vocabulary development. It offers young learners meaningful opportunities to use language in authentic contexts, which strengthens both understanding and retention. Therefore, the study highlights the pedagogical value of play-based methods and recommends their broader adoption in primary English instruction, especially in newly integrated settings like Algerian primary schools.

3.2.2. Interpretation of Teachers' Interview

The analysis of the teachers' interviews provides valuable insights into the practical realities, perceptions, and challenges of implementing play-based learning in primary classrooms in Algeria. In general, the three teachers interviewed all acknowledged the effectiveness of using playful strategies to teach vocabulary. They noted that activities based on play increased students' engagement, encouraged even the most reserved students to participate, and helped them retain vocabulary better by offering enjoyable and meaningful learning

experiences. The teachers emphasized that students showed great enthusiasm for games, songs, role-playing, and other interactive activities, leading to increased motivation and collaboration during lessons. They witnessed not only improved memorization of words but also saw students using them naturally in context, demonstrating a deeper understanding and application of the vocabulary. This was particularly significant considering the early stage of language acquisition among primary students.

However, the responses also highlighted some obstacles that teachers face when implementing play-based learning. These include difficulties in managing classrooms during lively activities, a lack of suitable materials aligned with the curriculum, and time constraints due to a packed syllabus. While these challenges do not diminish the benefits of play-based learning, they do make its implementation more demanding for teachers. Despite these hurdles, all teachers expressed a strong willingness to continue using play-based methods in the future, as long as there is better institutional support. They suggested that more training workshops should be provided to enhance teacher skills, access to teaching materials should be improved, and adjustments to the curriculum should be made to allow for more time for playful learning. These findings underscore the importance of giving educators the necessary resources and flexibility if play-based learning is to be effectively embraced on a larger scale in Algerian primary education.

3.3. Pedagogical Recommendations

Based on the findings of this study, several pedagogical recommendations can be made to support the integration of play-based learning in vocabulary instruction for young learners.

- Encourage the use of play-based strategies (e.g., role-playing, storytelling, vocabulary games, songs) to improve motivation, engagement, and vocabulary retention in young learners.
- Provide training and professional development for teachers on how to plan, implement, and adapt play-based activities effectively within the classroom.
- Ensure access to age-appropriate teaching materials such as flashcards, visual aids, games, and props that support vocabulary development and align with the national curriculum.
- Allow more flexibility in curriculum pacing so teachers are not pressured to complete content quickly and can dedicate time to meaningful, playful learning experiences.
- Incorporate classroom management strategies into teacher preparation programs to help maintain structure during interactive or energetic play-based sessions.
- Support collaboration between teachers to share ideas, successful practices, and resources for integrating play into vocabulary instruction.

3.4. Limitations of the Study

Despite the valuable insights gained from this study, several limitations must be acknowledged. First, the small sample size, limited to 28 fourth-year pupils from a single primary school in Zelfana, restricts the generalizability of the findings to broader populations or other educational contexts.

Additionally, the intervention was conducted over a relatively short duration only six sessions which may not have been sufficient to capture long-term effects of play-based learning on vocabulary development. Another limitation lies in the scope of vocabulary assessed; the post-test focused solely on the "Health" unit, which does not provide a comprehensive measure of pupils' overall vocabulary growth. The absence of pre-test data also limited the ability to compare direct gains within each group, as the pupils were unfamiliar with the target vocabulary prior to instruction. Moreover, the effectiveness of the intervention was influenced by the individual teachers' implementation, including their classroom management skills and creativity, which could vary and affect the consistency of the learning experience. Finally, the context-specific nature of the study, conducted within the Algerian primary education system, means that the results may not be universally applicable without adaptation to other cultural or institutional settings.

Conclusion

To conclude, this chapter has presented and interpreted the findings of both quantitative and qualitative data collected throughout the study. The results clearly showed that the experimental group, which was exposed to play-based learning strategies, performed better in vocabulary acquisition than the control group taught through traditional methods. The higher mean scores and more consistent engagement among the experimental group suggest that incorporating games, role-play, and interactive activities fosters deeper learning and better retention of vocabulary. Moreover, insights from teachers' interviews confirmed that students were more enthusiastic, confident, and actively involved when learning through play. While some challenges such as classroom management and limited resources were noted, teachers expressed strong support for continuing with play-based methods in future lessons. These findings highlight the pedagogical value of integrating playful strategies into early language instruction to enhance vocabulary development and overall learner motivation.

General Conclusion

This study aimed to investigate the effectiveness of play-based learning on vocabulary development among fourth-year primary school pupils in Algeria. The core purpose was to determine

whether integrating playful, interactive activities into English instruction could enhance learners' acquisition, retention, and use of vocabulary more effectively than traditional teaching methods. To achieve this, the researcher employed a mixed-methods approach, combining both quantitative and qualitative data. A quasi-experimental design was adopted with two groups: an experimental group that received play-based instruction, and a control group that was taught through conventional methods. Additionally, three English teachers were interviewed to provide insights into the practical aspects of play-based instruction.

The first focus of the research was to assess the impact of play-based learning on vocabulary acquisition. The results of the post-test showed that the experimental group outperformed the control group, indicating a clear advantage in using play-based activities for vocabulary learning. Pupils who engaged in games, role-play, and other interactive strategies demonstrated greater retention and usage of the target vocabulary. This confirmed the first hypothesis that play-based learning positively contributes to vocabulary development.

The second focus was to explore which types of play-based activities were most effective in enhancing vocabulary learning. Based on teacher feedback and classroom observations, activities that involved contextual repetition, creativity, and physical interaction—such as storytelling and vocabulary games proved to be the most impactful. These findings supported the second hypothesis, which proposed that interactive and contextual activities are especially beneficial for vocabulary development.

The final area of investigation examined the challenges teachers face in implementing play-based learning. The analysis of the interviews revealed that while teachers were generally enthusiastic about the approach, they encountered barriers such as time constraints, classroom management issues, and lack of appropriate materials. This confirmed the third hypothesis that, despite its effectiveness, the implementation of play-based strategies is often hindered by practical limitations in the teaching environment.

In conclusion, the findings of this study confirm that play-based learning is an effective and engaging approach for enhancing vocabulary development in young learners. While challenges exist, the benefits in terms of learner motivation, participation, and language retention suggest that such methods deserve a more prominent place in Algerian primary education. Future educational planning should consider integrating play-based strategies more widely, supported by proper training and resources to ensure effective implementation.

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Appendices

Appendix A Post-Test

Activity 01 Circle the correct answer.

Word Box:

a) stomach-ache	b) toothache	c) backache	d) cough

1. I don't feel well. I have a……………………………..

2. I have a   …………………………………

3. I don't feel well. I have got a……………………….

4. Ehu Ehu! I have got a…………..……

Activity 02 Fill in each sentence with a word from the box.

Word Box: *cough   doctor   water*

1. I drink ……………………when I feel hot.
2. I go to the ………………… when I am sick.
3. I ……………….. a lot when I catch a cold.

Activity 03: Match the Problem with the Advice

Health Problem	Advice
1. I have a toothache.	a. Drink warm tea and rest.
2. I have a sore throat.	b. Take some medicine.
3. I have a cough.	c. Go to the dentist.

Appendix B Teachers' Interview

1. How has your experience been teaching English at the primary level so far?
2. Have you previously used play-based activities in your language teaching? If so, in what form?
3. In your opinion, what role can play-based activities play in teaching vocabulary to young learners?
4. In your opinion, how does play-based learning differ from traditional methods of teaching vocabulary?
5. How did your students respond to the play-based vocabulary activities during the experiment?
6. What changes, if any, did you observe in their engagement or participation?
7. Did you notice any improvement in students' use or understanding of the target vocabulary?
8. What difficulties did you face in implementing play-based activities in the classroom?
9. Would you consider using play-based strategies in your future teaching? Why or why not?
10. What suggestions do you have for improving the use of play-based learning in Algerian primary schools?

الملخص

في السنوات الأخيرة، شكَّل إدماج اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية تحديًا وفرصة في آنٍ واحد، لا سيما فيما يتعلق بكيفية تعزيز اكتساب المفردات لدى المتعلمين الصغار بطريقة فعّالة وجذابة. هدفت هذه الدراسة إلى استكشاف فعالية التعلم القائم على اللعب في تطوير المفردات لدى تلاميذ السنة الرابعة. استخدمت الدراسة منهجًا شبه تجريبي، حيث شارك فيها 28 تلميذاً من مدرسة الأمير عبد القادر الابتدائية ببلدية زلفانة، قُسموا إلى مجموعتين: تجريبية وضابطة، كل مجموعة تضم 14 تلميذاً. خضعت المجموعة التجريبية لست جلسات تعليمية باستخدام أنشطة قائمة على اللعب حول وحدة "الصحة"، في حين تلقت المجموعة الضابطة تعليمًا تقليديًا. ونظرًا لقلة المفردات السابقة لدى المتعلمين، تم الاعتماد فقط على اختبار بعدي لتقييم نتائج كلا المجموعتين. بالإضافة إلى ذلك، أُجريت مقابلات مع ثلاثة معلمي لغة إنجليزية لجمع بيانات نوعية تسلط الضوء على تجاربهم وملاحظاتهم حول التطبيق الفعلي للتعلم القائم على اللعب. أظهرت النتائج أن التلاميذ الذين تعلموا من خلال اللعب حققوا درجات أعلى في الاختبار، كما لاحظ المعلمون تحسنًا في التفاعل، والاحتفاظ بالكلمات، وزيادة في الدافعية. ومع ذلك، واجه المعلمون بعض الصعوبات، مثل إدارة القسم ونقص الموارد. بشكل عام، تؤكد الدراسة على فعالية التعلم القائم على اللعب كنهج محفِّز وناجح في تعليم المفردات للمتعلمين الصغار في التعليم الابتدائي بالجزائر.

الكلمات المفتاحية: التعلم القائم على اللعب، تنمية المفردات، المتعلمون الصغار، التعليم الابتدائي، تعليم اللغة الإنجليزية كلغة أجنبية.

Résumé

Ces dernières années, l'introduction de l'anglais comme langue étrangère dans les écoles primaires algériennes a représenté à la fois un défi et une opportunité, notamment en ce qui concerne les méthodes efficaces pour développer le vocabulaire chez les jeunes apprenants. Cette étude visait à explorer l'efficacité de l'apprentissage basé sur le jeu dans le développement du vocabulaire chez les élèves de quatrième année. Elle a adopté une méthodologie quasi-expérimentale impliquant 28 élèves de l'école primaire Amir Abdelkader à Zelfana, répartis en deux groupes : un groupe expérimental et un groupe témoin, chacun composé de 14 élèves. Le groupe expérimental a bénéficié de six séances d'enseignement à travers des activités ludiques centrées sur l'unité "Santé", tandis que le groupe témoin a suivi un enseignement traditionnel. Étant donné le niveau limité en vocabulaire des participants, seul un post-test a été utilisé pour évaluer les progrès des deux groupes. Par ailleurs, des entretiens ont été menés avec trois enseignants d'anglais afin de recueillir des données qualitatives sur leurs expériences et leurs perceptions concernant l'utilisation du jeu dans l'enseignement du vocabulaire. Les résultats ont montré que les élèves ayant appris par le jeu ont obtenu de meilleurs scores au test, et les enseignants ont observé une amélioration de l'engagement, de la mémorisation et de la motivation. Toutefois, certaines difficultés ont été relevées, notamment la gestion de la classe et le manque de ressources. En conclusion, l'étude souligne l'efficacité du jeu comme stratégie pédagogique motivante pour enrichir le vocabulaire des jeunes apprenants en contexte primaire algérien.

Mots-clés : apprentissage basé sur le jeu, développement du vocabulaire, jeunes apprenants, enseignement primaire, anglais langue étrangère.